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ABSTRACT

The curriculum outline for an interdisciplinary approach to drug education in grades K-12 in the State of Alabama is contained in this booklet. Prepared in response to Alabama's Drug Abuse Education Act of 1971, this curriculum outline presents the content appropriate for each grade level--according to the areas of Health and Safety, Science, Social Studies, Physical Education, Home Economics, and English. A very brief suggested bibliography follows. (LK)

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Interdisciplinary Drug Education for Alabama Schools

LeRoy Brown
State Superintendent of Education

J. Clyde Blair
Director, Division of Instruction

Basic Sciences - Drug Education

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DIVISION OF INSTRUCTION

J. Clyde Blair, Director

Basic Sciences - Drug Education

FOREWORD

Alabama's Drug Abuse Education Act of 1971, Act No. 1934, passed during the 1971 regular session of the Legislature, established a program of drug, narcotic, alcohol, and tobacco education for the schools of the state. It charges the Alabama State Department of Education with the responsibility of developing a comprehensive drug education program for all children and youth, grades one through twelve.

Solving the critical problem of drug abuse requires the coordinated efforts of education, law enforcement, and rehabilitation services. The role of education is one of prevention and therefore plays a vital part in correcting this social problem. Educating for drug abuse prevention is primarily based on transmitting factual information concerning the proper use of drugs, thus leading to the development of healthful behavioral patterns. Drug abuse prevention must begin early in the life of a child; but, at the same time, it is equally important that citizens of all ages receive factual information concerning drug use, for each of us is a potential drug abuser throughout life.

This content outline has been prepared for use in the State of Alabama by teachers in kindergarten through grade twelve. The drug education curriculum has an interdisciplinary approach; i.e., pharmacology of drugs can be presented best by science teachers at appropriate grade levels, legal aspects of drug use are taught by civics teachers, the history of drug use and abuse may be presented most effectively in history courses, and so on. One of the most carefully planned sections of the curriculum deals with grades one through six, for on this level proper behavioral patterns most easily can be developed.

The communicative arts should be considered implementation tools for the further development of the total drug education program. This outline utilizes the emphasis placed on drug use and abuse contained in the Alabama Health Education Curriculum Guide. The home economics content is outlined in Alabama's Course of Study for Home Economics.

Work is continuing in an effort to prepare a complete teachers' resource guide on drug education. Meanwhile teachers should obtain reliable resource materials listed in the bibliography at the end of the outline for use in implementing drug education in the classroom. Drug education consultants from the Department of Education are available to offer assistance on a statewide basis.

Approximately fifty educators from across the state participated in the development of this interdisciplinary approach to drug education. The following persons made special contributions: Wes Campbell, JoAnn Carpenter, Adna Garrett, Carroll Kingsley, Diane McKinnon, Donna Mixon, Cecelia Pierce, Ken Poitevint, Leah Prim, Sandra Sims, Stephen Syer, Wannette Vaughn, Martha Warren, and Jerry Zorn.

LeRoy Brown
State Superintendent of Education

	HEALTH AND SAFETY	SCIENCE	SOCIAL STUDIES
K	Health habits Toxic substances (See Alabama Health Education Curriculum Guide)		Learning about drugs Learning about people
1			Cost of foods Cleanliness and health care
2	Body care (See Alabama Health Education Curriculum Guide)	Pharmacology of medicines and household substances	Citizenship
3	Proper and improper drug use (See Alabama Health Education Curriculum Guide	Sources of drugs	Reasons for drug use Effects of drugs on family
4		Emergency procedures Scientists and drugs	Local drug laws Use of drugs by early settlers
5	Safety and first aid (See Alabama Health Education Curriculum Guide)	Misuse of drugs	State drug laws Sources of drug information Reasons for use Methods of obtaining drugs
6	Treatment and rehabilitation (See Alabama Health Education Curriculum Guide)	Body damage	Federal drug laws

	HEALTH AND PHYSICAL EDUCATION	SCIENCE	SOCIAL STUDIES	HOME ECONOMICS	ENGLISH
7		Pharmacology Treatment and rehabilitation	Drug use — early civilization to modern era	Relation of drugs to food and nutrition Psychology of abuse Decision making (Ala. Course of Study for Home Economics)	Reading and research Oral and written communication
8	Medical value of drugs Reasons for abuse (See Alabama Health Education Curriculum Guide)		Pre-Colonial to Post Civil War Period		Creative writing and drama Library study and discussion
9			Laws regarding drugs in Alabama		Research Discussion
10	**Driver Education** Laws regarding alcohol Alcohol effects on driver	**Biology** Pharmacology Treatment and rehabilitation		Social implications Developing group attitudes Relation of drugs to diet foods Psychology of abuse (Ala. Course of Study for Home Economics)	Dictionary study Oral and written communication
11	Harmful effects of drug abuse Value of drugs Identification of abusers (Ala. Health Education Curriculum Guide)	**Chemistry** Study of hydrocarbons	History of drugs used in United States		Listening Readings
12	Psychology of abuse and dependency Treatment and rehabilitation (Ala. Health Education Curriculum Guide)		**American Government** Legal Aspects **Economics** Economic impact of drug use and abuse	Social implications Influence of cultures Diet and weight control Family responsibilities (Ala. Course of Study for Home Economics)	Valid bibliography and writing

KINDERGARTEN
HEALTH AND SAFETY

I. Health habits and drugs
   A. Habits and their influence on health
      1. Ways habits are formed
      2. Ways habits influence health
   B. Effects of tobacco on people
      1. Effects of smoking on health
      2. Social offenses of smoking
      3. Expense

II. Toxic substances and drugs
   A. Common household substances and their good uses
      1. Paints, polishes, sprays
      2. Solvents, gasoline, matches
      3. Detergents, soaps, lye, drain cleaners
      4. Disinfectants
      5. Paste, glue
      6. Insecticides, fertilizers
      7. Cosmetics, beauty aids
   B. Misuse of the above common household substances

KINDERGARTEN
SOCIAL STUDIES

I. Learning about drugs
   A. Sources of misinformation about all kinds of drugs
      1. Television, radio
      2. Magazines, newspapers
      3. Friends, neighbors
      4. Strangers
   B. People from whom truth about drugs can be learned
      1. Parents
      2. Doctors
      3. Nurses
      4. Teachers

II. Learning about people
   A. Types of people in the world
      1. Parents, grandparents, guardians
      2. Siblings
      3. Friends, neighbors
      4. Principals, teachers
      5. Strangers
         a. Those to trust
         b. Those to avoid
   B. Dependable people at home and at school
      1. Parents, guardians
      2. Principals, teachers

GRADE ONE
SOCIAL STUDIES

I. Foods and their cost

A. Certain foods necessary for growing and keeping well
1. Milk and milk products
2. Breads and cereals
3. Meats
4. Vegetables and fruits

B. Some foods and beverages not necessary for growing and keeping well
1. Tea, coffee, cola, beer
2. Chocolates and other candies

II. Cleanliness and its cost

A. Some household agents used to maintain cleanliness
1. Soaps, detergents
2. Disinfectants, cleansers
3. Deodorants, tooth paste, mouthwash

B. The dangers of the above household agents if swallowed

III. Health care and its cost

A. Persons needed to help maintain good health
1. Family doctors, dentists, and druggists
2. Public health agencies

B. Medical treatment and guidance needed to maintain good health
1. Proper use of drugs
2. Hospitalization

GRADE TWO
HEALTH AND SAFETY

I. Care of the body
   A. Necessary cleanliness for good health
      1. Personal
      2. Environmental
   B. Nutritive foods necessary for good health
      1. Proper selection of foods
      2. Proper eating habits and foods
      3. Effects of food on the absorption process
   C. Prevention and control of disease
      1. Causes of disease
      2. Prevention of disease
      3. Control of disease

II. Drugs, medicines and body care
   A. Drugs and medicines used to help prevent disease
      1. Vaccines
      2. Vitamins
      3. Drugs which pace bodily functions
   B. Drugs and medicines used to help fight disease
      1. Antibiotics
      2. Analgesics
      3. Antihistamines

GRADE TWO
SCIENCE

I. Pharmacology of substances
   A. Common household substances and their good uses
      1. Paints, polishes, sprays
      2. Solvents, gasoline, matches
      3. Detergents, soaps, lye, drain cleaners
      4. Disinfectants
      5. Paste, glue
      6. Insecticides, fertilizers
      7. Cosmetics, beauty aids
   B. Misuse of the above common household substances

II. Pharmacology of medicines
   A. Prescribed medicines and their proper use
      1. Meaning of a doctor's prescription
      2. Safety in using prescribed medicines
         a. Destruction of unused prescribed medicines
         b. Taking prescribed medicines in the presence of an adult
   B. Nonprescribed medicines and their proper use
      1. Identification of nonprescribed medicines such as laxatives, digestive aids, pain relievers, cold remedies, sleeping pills

2. Safety in using nonprescribed medicines
   a. Destruction of unused nonprescribed medicines
   b. Written directions and adult guidance to follow in taking nonprescribed medicines

C. Proper storage of prescribed and nonprescribed medicines
   1. Medicine cabinet, bathroom
   2. Refrigerator, kitchen cabinets

GRADE TWO
SOCIAL STUDIES

I. Citizenship

A. Places where good citizens make and obey rules and laws
   1. In the home
   2. At school
   3. In the community

B. People who help citizens know and obey laws in the community
   1. Policeman
   2. Lawyer
   3. Sheriff
   4. Judge

II. The community and drugs

A. Community drug laws for the protection of good citizens
   1. Laws for the use of drugs
   2. Laws for the selling of drugs

B. Ways citizens who disobey drug laws harm themselves and others
   1. Physically
   2. Mentally
   3. Socially

GRADE THREE
HEALTH AND SAFETY

I. Proper use of drugs

A. Illnesses caused by germs and their treatment with drugs and medicines
1. Pneumonia
2. Tetanus
3. Smallpox

B. Noninfectious illnesses and their treatment with drugs and medicines
1. Cancer
2. Allergies
3. Heart disease
4. Insomnia
5. Obesity

II. Improper use of drugs

A. Drugs used to treat illnesses and their misuse
1. Pain relievers
2. Amphetamines
3. Barbiturates

B. Some other drugs and their misuse
1. Caffeine
2. Tobacco
3. Alcohol

GRADE THREE
SCIENCE

I. Plants

A. Drugs and medicines of plant origin
1. Caffeine
2. Tobacco
3. Alcoholic beverages
4. Marijuana
5. Penicillin (mold)

B. Geographical origin of these plants
1. United States
2. Tropical regions
3. Mediterranean

II. Animals

A. Drugs and medicines of animal origin
1. Smallpox vaccine
2. Salk vaccine
3. Chicken-pox vaccine
4. Measles vaccine

B. The use of animals in laboratories where drugs are made
   1. Places for raising these animals
   2. The testing of drugs on animals

III. Chemicals and minerals

A. Drugs of chemical origin
   1. Sleeping pills, cold remedies, digestive aids, pain relievers
   2. Rubbing alcohol, hydrogen peroxide, merthiolate, iodine

B. The work and laboratory of chemists

GRADE THREE
SOCIAL STUDIES

I. Reasons for using drugs in the United States

A. Purposes for the growth, manufacture and use of drugs
   1. Medical
   2. Agricultural
   3. Economical

B. Problems caused by the misuse of drugs and toxic substances
   1. Medical
   2. Environmental
   3. Economical

II. Reasons for using drugs in other cultural communities

A. Purposes for the growth, manufacture and use of drugs in other cultural communities
   1. Medical
      a. American Indian — Miracle plant
      b. Ancient Greeks — opium
   2. Agricultural
      a. French — wine
      b. Scottish — Scotch whiskey
   3. Ceremonial
      a. Hindu — opium
      b. American Indian — mescaline
   4. Economical
      a. Turkish — opium
      b. Mexican — marijuana

B. Serious problems caused by drug misuse in the following cultural communities
   1. Indian
   2. German
   3. French
   4. Scottish
   5. Hindu
   6. Turkish
   7. Mexican

III. Beneficial effects of drugs and medicines on the family

A. Drugs and medicines properly used to help the family prevent illness
   1. Vitamins
   2. Vaccines
   3. Regulatory drugs (those to prevent allergies, seizures)

B. Drugs and medicines properly used to help the family overcome illness
   1. Antibiotics
   2. Analgesics
   3. Antihistamines

IV. Hazardous effects of drugs and medicines on the family

A. Effects on individual family members of the improper use of drugs and medicines
   1. Physical
   2. Mental and emotional
   3. Social

B. The improper use of certain drugs and their effects on the family unit economically, socially, emotionally, and morally
   1. Caffeine-containing substances
   2. Alcoholic drinks
   3. Tobacco
   4. Unnecessary medications

GRADE FOUR
SCIENCE

I. Plants

A. Some plants which may be toxic to different individuals
   1. Poison ivy, poison oak, sumac
   2. Mistletoe berries, polk berries
   3. Mushrooms

B. Various emergency procedures to be followed on coming in contact with above plants

II. Animals

A. Animals whose bites may be harmful to various individuals
   1. Snakes
   2. Rabid animals
   3. Insects

B. Various emergency procedures to be followed on being bitten by the above animals

III. Chemicals

A. Certain chemicals which can produce serious physical effects
   1. Paints, polishes, sprays
   2. Solvents, gasoline, matches
   3. Detergents, soaps, lye, drain cleaners
   4. Disinfectants
   5. Paste, glue
   6. Insecticides, fertilizers

B. Various emergency procedures to be followed on swallowing the above substances

IV. Modern-day scientists

A. Modern-day scientists and their newly developed drugs and medicines to help mankind
   1. Jonas Edward Salk (polio vaccine)
   2. Sir Alexander Fleming (penicillin)
   3. Sir Frederick G. Banting (insulin)
   4. Dr. John F. Enders (measles vaccine)

B. Drugs and medicines and their beneficial uses
   1. Polio vaccine
   2. Penicillin
   3. Insulin
   4. Measle vaccine

V. Scientists of the past

A. Scientists of the past and the drugs and medicines they discovered and developed to help mankind
   1. Edward Jenner (smallpox vaccine)
   2. Louis Pasteur (rabies antitoxin)
   3. William Gorgas (yellow fever vaccine)

B. The above drugs and medicines and their interesting histories of development

GRADE FOUR
SOCIAL STUDIES

I. Local drug laws

A. Reasons for having local drug laws
1. To control use
2. To control sales
3. To control traffic

B. Drug laws of communities
1. Tobacco laws
2. Alcoholic beverage laws
3. Marijuana laws
4. Stimulants, depressants, hallucinogins, and opiate-like drug laws
5. Laws and controls over other toxic substances, such as glue

II. Local agencies concerned with the control of drugs

A. Some local agencies concerned with the control of drugs for the welfare of the public before the drugs are available on the market
1. Manufacturers
2. Pharmaceutical professionals
3. Medical professionals

B. Some local agencies concerned with the control of drugs for the welfare of the public after the drugs are available on the market
1. Local law enforcement officers
2. Judicial officials
3. Public agencies such as the Departments of Pensions and and Securities, Public Health, and Mental Health

III. Indians

A. Indians and drug use in their tribal life
1. Tribal ceremonies
2. Medical reasons

B. Sources of drugs for the Indians
1. Plants
2. Animals
3. Minerals

IV. Pioneers

A. Various reasons for drug abuse by the pioneers in Alabama
1. Preventive medical reasons
2. Corrective medical reasons
3. Seeking relaxation

B. Sources of drugs for the pioneers
1. Traveling medicine shows
2. Indians
3. Self-made from plants, animals, and minerals

GRADE FIVE
HEALTH AND SAFETY

I. Safety and first aid in the classroom

A. Certain substances requiring precautions in the classroom to provide safety for everyone
1. Commonly used toxic substances in the classroom
a. Paints, polishes, sprays
b. Solvents, matches
c. Detergents, soaps, cleaners
d. Disinfectants
e. Paste, glue
2. Misuse of above common toxic substances in the classroom and their symptoms

B. Emergency procedures to be taken in the event above common toxic substances which are found in the classroom are misused

II. Safety and first aid on the school playground

A. Some plants, animals, and chemicals requiring precaution while on the playground
1. Harmful plants to avoid
a. Poison ivy, poison oak, poison sumac
b. Mushrooms
c. Mistletoe and other poisonous berries
2. Harmful animals to avoid
a. Snakes
b. Rabid animals
c. Insects
3. Harmful chemicals to avoid
a. Insecticides
b. Paints
c. Fertilizers

B. Emergency procedures regarding playground accidents involving the above

GRADE FIVE
SCIENCE

I. Drugs for the treatment of infectious and noninfectious diseases and their misuse
A. Amphetamines
B. Barbiturates
C. Pain relievers

II. Reasons for misusing drugs
A. Recreation
B. Peer pressure
C. Curiosity
D. Ceremonial reasons
E. Self-medication

F. Dissatisfaction with self, family, peers, failure at school or work
G. Failure to follow directions

GRADE FIVE
SOCIAL STUDIES

I. State drug laws

A. Reasons for having state drug laws
1. To control use
2. To control sales
3. To control traffic

B. Specific state drug laws
1. Tobacco laws
2. Alcoholic beverage laws
3. Marijuana laws
4. Stimulants, depressants, hallucinogins and opiate-like drug laws
5. Laws and controls over other toxic substances such as glue

II. State agencies concerned with the control of drugs

A. State agencies concerned with the control of drugs for the welfare of the public before the drugs are available on the market
1. Manufacturers
2. Pharmaceutical professionals
3. Medical professionals

B. State agencies concerned with the control of drugs for the welfare of the public after the drugs are available on the market
1. State law enforcement officers
2. Judicial officials
3. Public agencies such as the Departments of Pensions and Securities, Public Health, and Mental Health

III. Ways to obtain accurate or inaccurate information about all types of drugs

A. Ways to learn facts about all types of drugs
1. Television
2. Periodicals and newspapers
3. Radio
4. Personal contact

B. Sources of true drug facts
1. Parents or guardians
2. Doctors
3. Nurses
4. Periodicals from reliable agencies such as U.S. Printing Office, American Medical Association

IV. Reasons we use drugs and medicines

A. Medicinal uses of drugs and medicines
1. To prevent illness
2. To cure illness
3. To prolong life
4. To relieve pain
5. To stabilize mental processes

B. Other reasons for use of drugs and medicines
1. To achieve euphoria
2. Peer pressure
3. Inadequate self-concept
4. Escape
5. Attention-seeking
6. Suicide
7. Curiosity

V. Ways we obtain drugs and medicines

A. Reliable sources for obtaining drugs
1. Medical professionals
2. Pharmaceutical professionals
3. Parents or guardians

B. Unreliable sources of drugs
1. Friends
2. Strangers who offer drugs and other substances

GRADE SIX
HEALTH AND SAFETY

I. Sources of reliable health services and emergency treatment

A. Familiar public health services

B. Types of doctors

II. Certain types of undesirable emergency treatments to be avoided in case of accidents

A. Home cures

B. Internal self-medication

C. Health superstitions

D. Quackery

GRADE SIX
SCIENCE

I. Damage to body organs

A. The complex, orderly structure of the human body

1. Cells
2. Tissue
3. Organs
4. Systems

B. Organs damaged by chemical stimulation or depression

1. Brain
2. Heart
3. Lungs
4. Stomach
5. Liver
6. Kidneys

II. Processes of the body systems damaged by drugs

A. Systems of the human body and the organs composing them

1. Nervous system
2. Circulatory system
3. Excretory system
4. Digestive system

B. Drug abuse damage by stimulation or depression to the above body systems and their processes

GRADE SIX
SOCIAL STUDIES

I. Federal drug laws

A. Reasons for federal drug laws

1. To control use
2. To control sales
3. To control traffic

B. Specific federal drug laws

1. Tobacco laws
2. Alcoholic beverage laws
3. Marijuana
4. Stimulants, depressants, hallucinogins and opiate like drug laws
5. Laws and controls over other toxic substances such as glue

II. Federal agencies concerned with the control of drugs

A. Federal agencies concerned with the control of drugs for the welfare of the public before the drugs are available on the market

1. Manufacturers
2. Pharmaceutical professionals
3. Medical professionals

B. Federal agencies concerned with the control of drugs for the welfare of the public after the drugs are available on the market

1. Federal law enforcement officers
2. Judicial officials
3. Public agencies such as the Departments of Pensions and Securities, Public Health, and Mental Health

GRADE SEVEN
SCIENCE

I. Sources and descriptions of various types of drugs

A. Volatile substances such as aerosol sprays, glues, gasoline
B. Stimulants such as amphetamines, cocaine
C. Depressants such as barbiturates, tranquilizers
D. Hallucinogens such as marijuana, LSD, mescaline
E. Narcotics such as the opiates, synthetic opiates
F. Beverages such as tea, coffee, alcoholic drinks
G. Tobacco
H. Antibiotics such as penicillin, streptomycin
I. Other substances such as analgesics, antihistamines, antiseptics, vaccines

II. Beneficial and nonbeneficial uses of the above drugs

III. The drug abuser

A. Nonmedical physical reasons for abusing drugs
1. Combat fatigue and depression
2. Increase alertness
3. Relief of pain
4. Increase physical performance

B. Nonmedical social and emotional reasons for using drugs
1. Achieve euphoria
2. Peer pressure
3. Curiosity
4. Ritual and mystical experiences
5. Rebellion against authority
6. Escape reality
7. Recreation

C. Identification of drug abusers

1. Abrupt changes in attitudes and behavior
a. Irritability
b. Overactive, underactive
c. Loss of responsibility
d. Loss of touch with reality

2. Changes in physical appearance
a. Watering eyes with constricted or dilated pupils
b. Excess nasal secretions accompanied by redness and rawness
c. Veins may be punctured or infections may be present if drug is injected

IV. Treatment and rehabilitation

A. Types of treatment and rehabilitation

1. For alcoholism
a. Hospitalization
b. Alcoholics Anonymous

2. For heroin addiction
   a. Hospitalization
   b. Use of methadone
3. For misuse of amphetamines and barbiturates
   a. Medically supervised detoxification
   b. Hospitalization
4. For use of hallucinogens
   a. Shock treatments
   b. Mental hospitalization

B. Success and failure of treatment and rehabilitation

1. For alcoholism—The most successful program is the one offered by Alcoholics Anonymous, whose success rate is approximately 30%. Other programs, including medical treatment, have been less successful.
2. For heroin addiction—Statistics are not available on experimental programs such as methadone and cyclazocine maintenance. The cure rate at the federal hospital in Lexington, Kentucky, is less than 3%.
3. For misuse of amphetamines and barbiturates—Reliable statistics are difficult to obtain. Where deep psychological dependency is prevalent, the success rate is very low.
4. For use of hallucinogens—Treatment is normally performed by a private, practicing psychiatrist, which makes satistics regarding success or failure difficult to obtain.

GRADE SEVEN
SOCIAL STUDIES

I. Early Civilization—Early recorded drug uses

A. Sumerian tablet references to the "joy plant" believed to be the opium-producing poppy plant

B. Use of coca leaves as a stimulant by Inca and Aztec Indians

II. 1st Century to 17th Century

A. References by Marco Polo to the use of hashish by Hasan
   1. To control his assassins
   2. Achieve euphoria

B. The use of opium
   1. Used medicinally for relief of pain
   2. Establishment of opium dens

C. The use of alcohol
   1. Reasons for beer use in seasonal harvest celebrations
   2. Use of wine in rituals
   3. Wine and beer as important products of commerce

III. 17th Century to Modern Era

A. Morphine derived from gum opium in 1804

B. The Opium War from 1840 to 1842
   1. Refusal of Chinese to allow British merchants to import Indian opium into China
   2. British victory
      a. Continued importation of opium
      b. British received indemnity of $6,000,000 and rights to establish port of Hong Kong

C. The invention of the hypodermic needle in the 1850's
   1. Used to facilitate morphine use
   2. Morphine becomes more of a menace than opium

D. The development of heroin from morphine in 1874
   1. Bayer Company begins commercial production of heroin in 1898 as a cure for morphine addiction
   2. Soon found heroin caused addiction more quickly than morphine and was harder to cure

GRADE SEVEN
ENGLISH

I. Reading and research on the following topics

   A. History of drug use and abuse in the world
   B. The legal aspects of drugs in other countries
   C. The positive and negative economic impacts of drugs
   D. The social implications of drugs
   E. Reasons for drug use and abuse

II. Oral communication and interpretation of above topics

III. Written communication of above topics

GRADE EIGHT
SOCIAL STUDIES

I. Pre-Colonial Period
   A. The search for medicinal drugs in establishing trade routes with the East
   B. The North American Indian culture and the use of various drugs
      1. Peyote
      2. Tobacco

II. Colonial and Revolutionary Period
   A. Curing of tobacco in Jamestown
   B. Manufacture and trade of whiskey and rum by colonists

III. The War Between the States
   A. The hypodermic syringe in the United States during the Civil War
   B. The use of morphine as a pain killer leading to mass addiction (the "soldiers disease")

IV. Post War
   A. Ethyl alcohol as a home remedy
      1. Pain killer
      2. Antiseptic
      3. Depressant
   B. Some patent medicines containing opiates and morphine salts
      1. Mrs. Winslow's Soothing Syrup
      2. Ayer's Cherry Pectoral
      3. Jayne's Expectorant
      4. Pierce's Golden Medical Discovery

GRADE EIGHT
ENGLISH

I. Creative writing and drama topics
   A. Social implications of drug abuse
   B. The effects of advertising

II. Topics on drugs for writing, drama, and library study
   A. History of drug use and abuse in the United States
   B. Present-day problems

III. Discussion topics
   A. Drug abuse promotion
   B, Economic aspect of drugs
      1. Positive—taxes on alcohol and tobacco
      2. Negative—cost of enforcement, courts
   C. Spread and control
      1. Illegal traffic routes to the United States
      2. Agencies attempting to control drug abuse

GRADE NINE
SOCIAL STUDIES

I. Alabama Uniform Controlled Substances Act

A. Pertinent sections of this Act related to drugs
1. Section 401: Offenses and Penalties
2. Section 406: Distribution to Persons Under Age 18
3. Section 507: Pipes and Paraphernalia

B. Legal classification of drugs
1. Schedule I: No medical use in United States
2. Schedule II: Current medical use with severe restrictions
3. Schedule III: Moderate physical or severe psychological dependence
4. Schedule IV: Limited physical or psychological dependence
5. Schedule V: Low potential for abuse

II. Laws regulating the sale and use of alcohol

A. Local ordinances regulating the sale and use of alcohol and tobacco

B. State laws related to alcohol and tobacco

C. Federal laws controlling the sale, the use and the misuse of alcohol and tobacco

III. Classification of crimes

A. Definition of a misdemeanor
1. Meaning of a misdemeanor conviction
2. Misdemeanor conviction restrictions

B. Definition of a felony
1. Importance and meaning of a felony conviction
2. Restrictions on the felon

IV. Enforcement for control of drug abuse

A. Some local forces controlling drug abuse
1. Municipal police
2. County sheriff

B. Drug abuse curtailed by some state agencies
1. Department of Public Safety
2. Department of Public Health
3. Alcohol Beverage Control Board
4. State Attorney General

C. Federal agencies controlling drug abuse
1. Justice Department
a. Bureau of Narcotics and Dangerous Drugs
b. Federal Bureau of Investigation
2. Treasury Department
a. Alcohol, Tobacco and Firearms Division
b. Bureau of Customs
c. U. S. Coast Guard

V. The future of a convicted drug abuser

A. The military services closed to all convicted drug abusers

B. State technical schools action regarding student drug abuse
   1. Automatic expulsion
   2. Screening committee interviews applicant with drug abuse background

C. State junior colleges action regarding student drug abuse
   1. Interim expulsion pending court action
   2. Special screening committee interviews applicant with drug abuse background

D. State universities curtail student use of drugs on campus
   1. Special screening committee for applicant with drug abuse background
   2. All convicted for selling drugs not considered for any state school

GRADE NINE
ENGLISH

I. Research to support a positive or negative opinion

A. Use of drugs

B. Legal aspects

C. Economic impact of drugs

II. Oral presentations on some phase of drugs

III. Essay writing—pertaining to drugs, especially peer group pressures

IV. Discussions on areas of drug use and abuse

A. Incidents which naturally occur in day-to-day life of the students

B. Communication with groups
   1. Peer
   2. Other

GRADE TEN
DRIVER EDUCATION

I. Laws regarding alcohol

A. Alabama Law, Act Number 830 passed in 1965

1. Section I. It shall be unlawful for a person less than 21 years of age to attempt to purchase, consume, possess, or to transport any alcohol, liquor or brewed beverage within the State of Alabama.
2. Section 2. Whoever violates this act shall be fined not less than $25 nor more than $100 or imprisoned in the county jail for not more than 30 days or both.

B. Local ordinances controlling the use of alcohol
1. Local county ordinances
2. Local city ordinances

II. Effects of alcohol and drugs on the driver

A. Drugs that affect the brain and nervous system
1. Alcohol
2. Marijuana
3. Opiates
4. Hallucinogens
5. Stimulants
6. Depressants

B. Duration of bodily effects of above drugs

C. Methods of determining whether or not a person is driving while intoxicated
1. Blood tests
2. Urine tests
3. Breath tests

D. Lega' medications that affect the driver
1. Amphetamines
2. Barbiturates
3. Over-the-counter drugs

E. Use of drugs affecting cost of car insurance
1. Legal use of drugs—alcohol
2. Illegal use of drugs—drugs of abuse

GRADE TEN
BIOLOGY

I. Pharmacology of drugs

A. Sources and descriptions of various types of drugs
1. Volatile substances such as aerosol sprays, glue, gasoline
2. Stimulants such as amphetamines, cocaine
3. Depressants such as barbiturates, tranquilizers

4. Hallucinogens such as marijuana, LSD, mescaline
5. Narcotics such as the opiates, synthetic opiates
6. Beverages such as tea, coffee, alcoholic drinks
7. Tobacco
8. Antibiotics such as penicillin, streptomycin
9. Other substances such as analgesics, antihistamines, antiseptics, vaccines

B. Beneficial and nonbeneficial uses of the above drugs

II. Physical side effects of drug abuse

A. Diseases and infections caused directly or indirectly by drug abuse
1. Hepatitis
2. Malnutrition
3. Abscesses
4. Organ infections
5. Tetanus
6. Others

B. Body organ damage from drug abuse
1. Liver damage
2. Brain cell destruction
3. Kidney disorders
4. Bone marrow destruction
5. Others

C. Damage to body processes from drug misuse
1. Cardiovascular complications
2. Respiratory depression
3. Brain cell destruction
4. Body elimination irregularities
5. Digestive process involvement
6. Others

D. Loss of normal physical drives from drug abuse
1. Hunger
2. Sleep
3. Survival
4. Others

E. Immediate physical side effects of drug abuse
1. Withdrawal sickness
2. Tobacco cough
3. Muscle twitching
4. Constipation
5. Others

F. Long-term physical side effects from drug abuse
1. Physiological dependency
2. Tolerance
3. Possible chromosome damage

III. The drug abuser

A. Nonmedical physical reasons for abusing drugs
   1. Combat fatigue and depression
   2. Increase alertness
   3. Relief of pain
   4. Increase physical performance

B. Nonmedical social and emotional reasons for using drugs
   1. Achieve euphoria
   2. Peer pressure
   3. Curiosity
   4. Ritual and mystical experiences
   5. Rebellion against authority
   6. Escape reality
   7. Recreation

C. Identification of drug abusers
   1. Abrupt change in attitudes and behavior
      a. Irritability
      b. Overactive, underactive
      c. Loss of responsibility
      d. Loss of touch with reality
   2. Changes in physical appearance
      a. Watering eyes accompanied by possible dilation or constriction of pupils
      b. Possible nasal secretions along with redness and rawness
      c. Injection of drugs causing vein punctures and possible infections

IV. Treatment and rehabilitation

A. Alcohol and drug treatments
   1. Detoxification—complete elimination of the drug from the body
   2. Nutrition
      a. Ascorbic acid
      b. Niacin
      c. Multiple vitamins
   3. Psychotherapy—"A structured emotional experience resulting from the close relationship between two or more persons, where trained individuals help others achieve greater self-understanding objectively, and maturity through a series of contacts in which the life situations of the latter are discussed."
      a. Hypnosis
      b. Psychiatry
      c. Psychoanalysis
      d. Group therapy
   4. Drug therapy
      a. Disulfiram (Antabuse). A drug used to motivate people to stop drinking. Consumption of alcohol, when anta-

buse is present in the body, causes extreme sickness and can be dangerous.

b. Chlorpromazine (Thorazine). Effective tranquilizer in the treatment of a tense or agitated person.
c. Insulin. A drug used by some advocates in hopes it will counteract intoxication.
d. Meprobamate (Miltown, Equanil). Tranquilizers used as mild muscle relaxors. The drug has a marked calming effect on patients with abnormal muscular hyperactivity.
e. Other tranquilizers. Drugs used to inhibit tense and fearful response to threatening stimuli, without markedly affecting clarity of thought.
f. Methadone. A drug administered to the heroin addict in which the patient will not physically desire any heroin. If heroin is used, methadone prohibits the euphoric effect.
g. Cyclazocine. A drug classified as a narcotic antagonist The drug is said to suppress the euphoric effect of a physical dependence on drugs such as morphine.

B. Agencies and organizations for treatment of alcoholics (normal success rate less than 30%)

1. Quarter-way house. A facility used for detoxification or "drying-out" of an intoxicated individual.
2. Half-way house. A live-in therapeutic residence for the treatment and rehabilitation of an alcoholic.
3. Alcoholics Anonymous. An organization for alcoholics designed to bring its members to help each other achieve and maintain sobriety.
4. Al-Anon. A companion organization to A.A. for the families of alcoholics. It is based on the realization that alcoholism is a problem of the family as well as the alcoholic.
5. Alateen. An organization which operates on the same principles as A.A. and Al-Anon, but is specifically designed to help teen-agers who are troubled by alcoholism in their families.
6. Mental Health. Includes mental health centers, clinics, hospitals, counseling services, and other forms of rehabilitation and treatment.
7. Counseling services. Provided by both private and public agencies, as well as by religious organizations, physicians, nurses, and other members of the medical profession.

C. Agencies and organizations for the treatment of drug dependency (true addicition success rate less than 5%)

1. Half-way houses. Very similar to those described as used by the alcoholic.
2. Federal hospitals. These hospitals are located at Lexington, Kentucky, and Fort Worth, Texas, for the purpose of research, treatment, and rehabilitation.
3. Narcotics Anonymous. An organization founded at the Federal hospital in Lexington, Kentucky. It is based on the

model of Alcoholics Anonymous, but has not been as successful.

4. Residential therapeutic communities
   a. Synanon. Founded in 1958 for the purpose of teaching the addict to believe in the total stupidity of using narcotic drugs.
   b. Daytop Lodge. A project in New York City based on the Synanon experience.
5. Mental Health
6. Medical profession
7. Counseling services

GRADE TEN
ENGLISH

I. Dictionary study topics

   A. Standard definitions of terms related to drugs — pot, acid, grass, high, trip, rap

   B. Present slang definitions of terms related to drugs

II. Writing topics

   A. Social implications of a drug-oriented society
      1. Over-the-counter drugs (nonprescribed legal drugs)
      2. Minor mood changers
         a. Depressants
         b. Stimulants
      3. Methods by which they are "pushed"
         a. Television advertisements
         b. Periodicals
         c. Radio
         d. Personal contact

   B. A pill for every problem

III. Oral communications—reinforcement of concepts expressed through the above written compositions

IV. The world of literature

   A. Biographies of scientists dealing in drug research

   B. Contemporary novels relating to addiction or dependency

GRADE ELEVEN
CHEMISTRY

I. Hydrocarbons in various household substances

A. Various hydrocarbons used for cleaning purposes
1. Paint thinners and removers
2. Nail polishes
3. Carbon tetrachloride

B. Some hydrocarbons used as cements
1. Airplane glue
2. Plastic cement

C. Some hydrocarbons used for fuels
1. Gasoline
2. Lighter fluid

II. Hydrocarbons in various medicinal substances

A. Various hydrocarbons used in medical laboratories
1. Toluene
2. Xylene

B. Various hydrocarbons used as medicine

III. Devastating effects of hydrocarbons on the body

A. Short-range effects of hydrocarbons on the body
1. Immediate death
2. Paralysis of the diaphragm
3. Stomach cramps and diarrhea
4. Malfunction of organs of the body

B. Long-range effects of hydrocarbons on the body
1. Death
2. Malfunction of organs of the body

GRADE ELEVEN
SOCIAL STUDIES

I. History of drug use in the United States

A. Pre-Colonial use of drugs in North America
1. Indian use of tobacco
2. Indian use of peyote

B. Drug use increase in Colonial and Revolutionary Periods
1. John Rolfe and the curing of tobacco in Jamestown
2. Growing of marijuana for hemp by prominent Americans such as George Washington and Thomas Jefferson
3. The practice of using snuff

C. Drug use increase during the Civil War and Reconstruction Periods
   1. Use of the hypodermic needle to administer morphine
   2. Increased use of morphine and "the soldier's disease"

D. Synthetic drugs discovered during modern times
   1. Barbiturates
   2. Amphetamines
   3. Asprin
   4. Others

II. Rise of known drug abuse in Twentieth Century

A. Socio-economic conditions having an impact on the rise of drug abuse
   1. Urbanization
   2. Improved communication and transportation
   3. Rise in family affluence resulting in more money for family members
   4. More leisure time

B. The drug culture of today as a growing influence on society
   1. Influence on music
   2. Influence on the movie and television industries
   3. Influence on literature

GRADE ELEVEN
ENGLISH

I. The art of listening

A. Drug-related music

B. Drug-related poetry

II. The art of oral communication

A. Drug-related music

B. Drug-related poetry

III. Selected readings from the works of authors whose writings were influenced by the drug sub-culture

A. Drug-dependent authors

B. Authors influenced by others on drugs

GRADE TWELVE
AMERICAN GOVERNMENT

I. Laws Pertaining to drug control

A. Laws pertaining to drug control
1. San Francisco City Ordinance, 1875
2. Harrison Narcotic Act, 1914
3. Pure Food and Drug Act, 1906
4. Narcotic Drugs Import and Export Act, 1922

B. Other federal, state, and local drug laws designed to control drug abuse
1. Federal Comprehensive Drug Abuse Prevention and Control Act, 1970
a. Title I. Deals with rehabilitation programs and educational programs
b. Title II. (Controlled Substances Act)
(1) Standards and schedules, authority and criteria for classification of controlled substances
(2) Registration of manufacturers, distributors, and dispensers of controlled substances
(3) Offenses and penalties
(4) Administrative and enforcement provisions
(5) Establishment of advisory commission on marijuana and drug abuse
2. Alabama Uniform Controlled Substances Act, 1971
a. Pertinent Sections
(1) Section 401: Offenses and Penalties
(2) Section 406: Distribution to Persons Under Age 18
(3) Section 507: Pipes and Paraphernalia
b. Legal classification of drugs
(1) Schedule I: No medical use in United States
(2) Schedule II: Current medical use with severe restrictions
(3) Schedule III: Moderate physical or severe psychological dependence
(4) Schedule IV: Limited physical or psychological dependence
(5) Schedule V: Low potential for abuse
3. Local statutes regarding the sale and possession of drugs
a. City and county ordinances regarding sale and possession of volatile substances such as airplane glue, aerosol sprays
b. City and county ordinances regarding the sale and possession of alcohol and tobacco

II. Classification of Crimes

A. Definition of a misdemeanor
1. Meaning of misdemeanor conviction
2. Misdemeanor conviction restrictions

B. Definition of a felony
   1. Importance and meaning of a felony conviction
   2. Restrictions on the felon

III. Agencies assuming a responsibility relative to the control of drug abuse

A. International organizations control world traffic of misused drugs
   1. International Drug Commission, 1909
   2. League of Nations Health Organization
   3. United Nations' World Health Organization

B. Federal agencies curtail the misuse of drugs
   1. Justice Department
      a. Bureau of Narcotics and Dangerous Drugs
      b. Federal Bureau of Investigation
   2. Treasury Department
      a. Alcohol, Tobacco and Firearms Division (ATF agents)
      b. Bureau of Customs
      c. U. S. Coast Guard

C. State agencies control drugs that can be abused
   1. Department of Public Safety
   2. Department of Public Health
   3. Alcohol Beverage Control Board
   4. State Attorney General

D. Local officials enforce ordinances related to drug control
   1. City police
   2. County sheriff

IV. Comparison of United States laws regarding the sale and possession of illegal drugs to drug laws in foreign countries

A. A comparison of the drug laws of the following western hemisphere countries to the drug laws of the United States
   1. Canada
   2. Central American countries
   3. South American countries

B. A comparison of the drug abuse laws of the following eastern hemisphere countries to the drug laws of the United States
   1. European countries
   2. Asiatic countries
   3. Mid-East countries
   4. African countries

GRADE TWELVE
ECONOMICS

I. Impact of drug use on the American economy

A. Revenue derived from the sale of alcohol, tobacco, and other drugs in national, state, and local economies

B. Employment provided by tobacco, alcohol, and pharmaceutical industries

C. Contributions by the drug industry to charitable, educational, and other worthwhile organizations and agencies

D. Money invested in advertising of drugs

II. Impact of drug abuse on the American economy

A. Drug abuse as a liability to society
   1. Treatment
   2. Rehabilitation

B. The effects on industry due to alcohol and other drugs of abuse
   1. Loss of production
   2. Accidents on the job

C. Cost of crime accompanying drug abuse
   1. Cost to individuals
      a. Theft
      b. Injury
   2. Cost to society
      a. Increased law enforcement costs
      b. Cost of keeping convicted drug offenders in jail

GRADE TWELVE
ENGLISH

The research paper may be a tool in the teaching of drug education. The paragraph and essay writings in the area of drug education may supersede or take the place of the research paper as determined by mutual agreement of teacher and student.

I. Valid bibliography on drug use and abuse

II. Paragraph writing on aspects of drugs

III. Essay writing on drug education
   A. Reasons for drug abuse

   B. Social implications of drug abuse

IV. The research paper

   A. Pharmacology of drugs

   B. Reasons for drug abuse

   C. Future careers and the convicted drug abuser

   D. Treatment and rehabilitation

   E. Physical effects

   F. Others

SUGGESTED BIBLIOGRAPHY

1. **Drug Abuse: Escape to Nowhere.** National Education Association: Publication-Sales Department, 1201 Sixteenth Street, N.W., Washington D.C., 20036.

2. **Drugs: The Unsuspected Intruder.** Guidance Associates of Pleasantville, New York, 10570.

3. **Fact Sheets.** Bureau of Narcotics and Dangerous Drugs: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402

4. **Facts About Alcohol.** Science Research Associates, Inc.: 259 East Erie Street, Chicago, Illinois, 60611.

5. **Resource Book for Drug Abuse Education.** National Clearinghouse for Drug Abuse Information: P. O. Box 1701, Washington, D.C., 20013.

6. **Teaching About Drugs: A Curriculum Guide, K-12.** American School Health Association: A.S.H.A. Building, Box 416, Kent, Ohio, 44240.

SUGGESTED RESOURCE

National Clearinghouse for Drug Abuse Information: P. O. Box 1701, Washington, D.C., 20013